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ABSTRACT

A comprehensive, integrated physical education system that has quality and relevance for handicapped students and their nonhandicapped peers is proposed. The Achievement Based Curriculum (ABC) Model is a systematic decision-making process for an instructional system that incorporates curriculum, instruction, assessment, and evaluation in one design. The model's two aims are: (1) to improve the quality of physical eduation programs for the handicapped student, and (2) to improve the quality of inservice training for deliverers of physical education services. The model embodies a Mastery Learning Curriculum design that includes only those objectives that are essential for all students and that require structuring. The curriculum includes yearly and unit program plans for learning, and scope and sequence charts. Direct instruction strategies are utilized. The behavioral objectives provide the data to evaluate the effectiveness of the curriculum design. Teachers are involved in the design of the curriculum, especially in adapting the curriculum to respond to the special needs of individual learners. Examples of adaptations include decreasing the number of objectives, modifying the level of achievement, decreasing the step size, and increasing the number of prompts. Teaching strategies used in adapting the curriculum include providing for more on-task time, providing specific positive feedback and corrective procedures, and managing disruptive behaviors through high-interest activities and orderly class routine. Includes 34 references. (JDD)

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INTEGRATING THE CURRICULUM: QUALITY AND RELEVANCE FOR SPECIAL NEEDS CHILDREN

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PREFACE

In this paper I have used the first person "we" for two reasons. First, we wanted to communicate directly in the active voice and void the scholarly third person. Second, many of the recommendations given come from our own experiences with the Achievement Based Curriculum Model and I CAN working with regular/adapted/special educators, administrators, and support personnel (e.g., occupational therapists, physical therapists, recreational/therapeutic personnel). Third, we hope to hear from you- your views as well as about how you might or did use the ABC Model to improve the quality of the nstructional program in physical education for the handicapped in your setting.

Change has come about swiftly and frequently in the special education field in the U. S. since the 1960s. Our remarks and recommendations are directed toward what is happening today and immediate future: INTEGRATION IN REGULAR EDUCATION PROGRAMS FOR ALL HANDICAPPED.

References are not included in the body of the text for ease of reading. A process is presented to take the mystery out of "doing curriculum" by designing curriculum and instruction that works for all children: handicapped and their nonhandicapped peers. References are provided at the end of the paper.

I have substituted different terms: adapted physical education for special education and for general education, regular physical education- not some impersonal and indeterminate audience.

I owe a lot to my many colleagues; without them the ABC process Model reported here would not have been possible. All the educators, teachers, parents, students, and many others have helped in the development of the Achievement Based Curriculum Model and I CAN Curriculum Resource Materials. Since the beginning in 1971, it has been team planned, team- implemented, and team evaluated. In a sense it is a consensus curriculum model, refined and sharpened by many persons in a variety of school and teacher education programs.

INTRODUCTION

Integrating the curriculum, a unified general educational system for all children is an idea that is creating a quiet revolution in American education. We believe that an integrated curriculum, a comprehensive physical education system, promises to make school physical education programs better for everyone- students, parents, teachers, administrators, and our society.

Unless we in adapted physcial education make major changes to meet this challenge, it is our belief that adaptive physical education programs will become more of a problem and less of a solution in providing quality physical education for children who have special needs. Our remarks in this paper refer to developing an integrated curriculum- a comprehensive physical education system that has quality and relevance for all students handicapped students, and their nonhandicapped peers. First let us review some terms and mainstreaming.

What is Mainstreaming-Integration, Normalization, LRE?

To most people, mainstreaming means educating students of all kinds- including students with handicaps and other special needs students (e.g., culturally deprived, economically disadvantaged, etc.) in the mainstream of regular physical education. In some instances the idea is called "integration" or normalization. In U.S. government circles,main-streaming is referred to as "least restrictive environment (LRE)". These are key words from the 1975 Right to Education for All Handicapped Children Act (Public Law 94-142 and 1986 ammendments Public Law 99-457 which also extends education services to handicapped infants and preschoolers).

With the recent (1986) federal special education/regular education initiative advocating special education services for handicapped children in regular education, the focus is on developing regular education solutions to learning problems- not pull out programs for failures or low performing students. The initiative recognizes the need for regular education to personalize curricula, to monitor and track student progress, to use class time efficiently, and to have high expectations for all children to achieve.

How much Mainstreaming?

The extent of mainstreaming depends upon where you are in the states. There is a wide variation in how students are classified and where they are educated. From state to state and within states, students labeled LD (learning disabled), MR (mentally retarded) and others are educated differently. Some may be bussed to separate schools, isolated in a special class in a regular school or integrated with or without support in regular class.

How far mainstreaming has advanced in a community depends on tradition and attitudes in the schools and community. The key decisions about how students are classified and where students of each classification are educated are made by local school authorities. How far mainstreaming has progressed depends on the school authorities, parents, and the community attitudes and perceptions of what constitutes free, appropriate public educations for all handicapped children.

Mainstreaming and Quality

In the past few years a good deal of research has been reported on the conditions that promote excellence in education. What is most often found by those who study the conditions that promote effective schools and mainstreaming is

- Schools that successfully mainstream so called categorical special education students into regular classes are schools that exhibit the conditions that make schooling quality for all students.
- When mainstreaming is working best- where integration is working, it promotes and encourages the very conditions that make schools and instruction effective.

Quality programming and effective instruction is the same for all students. We know that there are not two distinctly different types of students- those labeled "special" and those that are regular. Rather all students are unique individuals. It is this uniqueness that requires schools to plan, implement and evaluate programs, provide adaptive curriculum and instruction to accomodate differences and maximize achievement of each student to achieve intended learning outcomes. Regular and adaptive physical education should not be thought to be different as we are led to believe. Effective programs and instruction, quality schooling, is the same for all learners- learners achieve intended learning outcomes.

Are we Ready for Mainstreaming: Why not now?

The political battles have been fought and won (P.L. 94-142 and P.L. 99-457). Architectualbarriers in most places have been bridged or are coming down and included in future plans. The necessary technology (physical aids, communicating boards, computer assisted instruction and other equipment) are available, affordable and rapidly improving. Studies indicate that mainstreaming does not or should not add to teacher shortages, nor should it cost more than to continue the dual educational system that we now have- special and regular education . It does not mean that special education services (monies and support) would not be available for the handicapped, nor does it mean that the "hard won" protections gained by the handicapped and their advocates over the past twenty years would be lost.

In a sense the call for special education reform- the reintegration and transfer of handicapped children and other special needs children- into the domain of the general education system, parallels the public demands for improvement in our nation's schools. That is educational accountability, appropriateness and effectiveness of the curriculum, and instruction for all children to achieve intended learning outcomes, teacher performance and evaluation, orderly and safe school climate, more parent and community involvement, and documentation of cost effectiveness.

It is our belief that merging regular and adapted physical education programming into one unified comprehensive physical education system is NOW. We need a system that does not defy differences, but rather a system that recognizes and accomodates differences, the uniqueness of each student. To meet this challenge we need a systems approach to design a unified instructional system to accomodate all children. The instructional system must identify the teaching techniques and procedures for both regular and adapted physical educators to reliably and effectively implement the program as intended.

The challenge is to take what we have learned from adapted physical education programs, effective instruction, and school improvement studies, and transfer this knowledge for curriculum renewal in regular physical education. The Achievement Based Curriculum Model (ABC) is one approach to meet this challenge. It is an exemplary program validated by the State of Michigan, 1979 and validated twice by the U.S. Department of Education, 1981 and 1985 for another four years.

The Achievement Based Curriculum Model is a systematic decision- making process for designing comprehensive instructional system. That is aligning the curriculum, instruction, assessment, and evaluation into one design. It is a consensus building process for teachers, administrators, curriculum developers, and others to 1) improve the quality of physical education instructional programs for the handicapped student in regular education classes, special education settings, and/or combinations thereof; and to 2) improve the quality of inservice training for the deliverers of physical education services.

CURRICULUM RENEWAL: THE ABC MODEL

The ABC Model: Decision Making Process to Curriculum Design and Teaching

The ABC Model is a systematic approach to develop a comprehensive physical education system to accomodate individual differences, a wide range of variability among learners. The model provides a complex way of looking at all aspects of curriculum and instuction, from class management, to quality of teaching and the curriculum content, to design of tests and curriculum materials. It also provides a systems approach to improve teacher training (inservice/preservice) by identifying competencies that require mastery to implement the curriculum development in

physical education by Wessel and Kelly, 1986. For our purposes we will briefly highlight the systematic processes/product outcomes.

As a systems approach, the ABC Model identifies a set of interrelated procedures essential to achieve predetermined outcomes: explicit intended student learning outcomes to be mastered. As such, the ABC Model embodies a Mastery Learning Curriculum Design. The Mastery Learning Curriculum includes only those objectives that are essential for all students and that require structuring. This focus results in a kind of curricular or objective parsimony. It is an uncluttered curriculum that includes the structured, essential content-objectives. It also provides for teacher autonomy in selecting other objectives (as time permits) which can be team-planned and student determinded.

The essential objectives of the Mastery Learning Curriculum are derived from the known contributions of physical activity that operationalize the goals of the physical education. Goals may not be curriculum goals. For example, in our work we view effective outcomes of education such as developing a positive self-concept as an educational goal for all curricula in the school program. In our experiences these learning outcomes are accomplished best through two primary means: 1) class climate, orderly, safe, and task-oriented with high expectations for all students to achieve; and 2) the day-to-day interactions in the class.

Table 1 presents an overview of the interrelated procedures with key decision making questions and process/outcomes.

Table 1 The ABC Model Systematic Process for Curriculum Renewal

Question	Elements	Process/Product Outcomes
1. What content is to be taught? Why? When?	Planning ↓	**Mastery Learning Program** - Philosophy statements and goals - Essential objectives - Scope and Sequence - Learning Plans: yearly, unit
2. Where is the student on what is to be taught? →	Assessing **Assessment and** Criterion-Referenced Tests Performance Objectives ↓	**Curriculum-Embedded** **Identification System** - Instructional Objectives Unit/ Lesson - Instructional Sequences
3. What instructional activities are appropriate? →	Prescribing ↓	**Planning Instruction** - Lesson Plans/Assessment Needs - Expectancies Set: Student/Class - Effective Instruction/Direct Instruction
4. When does the teacher know what task student has learned? →	Teaching ↓	**Teaching and Monitoring Progress** - Track progress/Document - Reassess during /End of unit - Represcribe based on need
5. Is instruction effective? Changed? Reported?	Evaluating	**Student/Class Achievement Games** - Reports/Different Outcomes Unit/Yearly Student/Class - Recommendations - Staff Development Needs

Curriculum and Instruction: Definition of Terms

Before we continue our discussions we need to understand some curriculum and instructional terms as we perceive the ABC Model. Curriculum, as the term is used in the ABC Model, includes both the program plans for learning (yearly and unit plans)

Evaluation of the effectiveness of the curriculum embedded assessment procedures (criterion-referenced tests, instructional objectives stated as performance objectives) and the observation of instruction. The feedback loop in Table 1 indicates the extent to which the curriculum has been effective and how it might be changed to improve student achievement of the intended learning outcomes.

Curriculum Alignment

In the ABC Model the underlying principles is alignment: curriculum, instruction, testing, and evaluation. The written curriculum are the program plans for learning (scope and sequence charts, yearly and unit program plans) depicting what is taught when. Table 2 presents part of a scope and sequence chart that was developed by a school district using the ABC Model.Table 2

Table 2 Comprehensive Instructional Program Plan: Scope and Sequence

Essential Objectives By Goal: Mastery Grade Levels

Goal	Objective	1	2	3	4	5	6	7	8	9	10
Locomotor Skills	1.1 Run	XX									
	1.2 Gallop	XX									
	1.3 Horizontal Jump			XX							
	1.4 Vertical Jump			XX							
	1.5 Hop (right - left)		XX								
	1.6 Slide		XX								
	1.7 Skip		XX								
	1.8 Leap		XX								
Object Control Skills	2.1 Underhand Roll	XX									
	2.2 Bounce/Dribble			XX							
	2.3 Underhand Throw		XX								
	2.4 Overhand Throw					XX					
	2.5 Kick		XX								
	2.6 Punt						XX				
	2.7 Two-hand side arm strike (baseball)				XX						
	2.8 Catch/Fielding						XX				
	2.9 Underhand Strike (Volleyball Serve)					XX					
	2.10 Chest Pass (Basketball)			XX							
	2.11 Bounce Pass (basketball)				XX						
Physical Fitness	3.1 Knowledge						XX				
	3.2 Training concepts						XX				
	3.3 Terminology					XX					
	3.4 Leg Strength			XX							
	3.5 Flexibility			XX							
	3.6 Abdominal strength				XX						
	3.7 Endurance					XX					
	3.8 Arm & Shoulder Strength						XX				
	3.9 Agility					XX					
	3.10 Speed						XX				
	3.11 Personal Conditioning							XX	XX	XX	XX
	3.12 Weight Training									XX	XX
	3.13 Aerobics							XX	XX		

"XX" indicates when the objective is to be mastered. This does not mean that the objective is only worked on during this year. Many objectives will be worked on during all the years preceding, mastery and even after mastery has been achieved.

Note: Other goals and objectives are not shown in Table 2 (sport-leisure, knowledges, body management).

They develop the scope and sequence for the instructional program based on what they felt it should be for their students.

The yearly and unit learning plans are derived from the Scope and Sequence Chart. It is the unit lesson plans that provide the focus for planning the lesson- what objectives to teach in what sequence. An example of a Unit Plan is presented in Table 3.

Table 3 A Unit Lesson Plans: Example Illustrates Three weeks

Grade 1, Early Elementary

Unit #2 **Teacher** Mrs. Donna Jones

Projected timeline

Five weeks: 5 DAYS/WEEK 25 DAYS
Time: 30 MINS./DAY

OBJECTIVES	MINS.
Underhand Roll	200
Run	300
Nonlocomotor	250
	750

(Assess) Underhand Roll 20 Run 10	(Assess) Underhand Roll 20 Run 10	(Assess) Run 10 (Teach) Underhand 20	Run 15 Underhand Roll 15	Run 15 Underhand Roll 15 Bowling Game
Day 1	2	3	4	5
Run 10 Underhand Roll 20 Hill Dill Game*	Continue same schedule	→ Ball Pass Relay	Run 15 Underhand Roll 15	Continue same schedule Running Relays
6	7	8	9	
(Reassess) Underhand Roll 20 (Teach) Run 10	(Assess) Nonlocomotor Log Roll 20 (Teach) Run 10	(Assess) Nonlocomotor Log Roll 20 (Teach) Run 10	Log Roll 15 Run 15	Log Roll 15 Run 15 Roll-A-Way

The tested curriculum is a criterion-referenced curriculum embedded in the instructional objectives. The instructional objectives are stated in behavioral terms as performance objectives. Before an objective is taught the teacher preassesses the student, determines the student entry level of performance, assigns learning tasks, prescribes instructional activities, and sets student and class expectancies.

The tested curriculum is the essential objectives stated in the Scope and Sequence Chart. These objectives are structured and sequenced. They provide precisely crafted instructional sequences. The objectives are quantifiable and measurable. Table 4 illustrates a Performance Objective.

Table 4 Performance Objective: Underhand Roll

I CAN

PERFORMANCE OBJECTIVE:
TO DEMONSTRATE A FUNCTIONAL UNDERHAND ROLL

SKILL LEVELS	FOCAL POINTS FOR ACTIVITY
1. To demonstrate an underhand roll with assistance.	Given a verbal request, a demonstration, and physical assistance, a student with the ability to grasp can project (on the floor) a 3-4 inch ball for a distance of at least 10 feet, 2 out of 3 times without resistance, in this manner: a. Arm swing in direction of the roll b. Release of the ball in the anticipated direction.
2. To demonstrate an underhand roll without assistance.	Given a verbal request and a demonstration, a student with the ability to roll with assistance can roll a 3-4 inch ball to a 20-inch wide target placed 15 feet away 2 out of 3 times, in this manner: a. Eyes focused on the target throughout the arm action b. Arm swing in direction of the target prior to release of the ball (arm swing approximates the mature pattern).
3. To demonstrate a mature underhand roll. a, b, c d, e	Given a verbal request and a demonstration, a student with the ability to underhand roll without assistance, can roll a 3-4 inch ball for a distance of at least 30 feet, 2 out of 3 times, in this manner: a. Facing direction of the roll with shoulders "squared" to that direction b. Full pendular arm motion ±60° (including backswing, arm motion to release, and follow through) c. Palm of the rolling hand facing the direction of the roll at release d. Release close to the floor (a bend at the knees and hips with the trunk held between vertical and 45°) e. Stride forward with the foot opposite the rolling arm f. Smooth (not mechanical or jerky) integration of five points listed above.
4. To demonstrate an underhand roll with accuracy.	Given a verbal request and a demonstration, a student can roll a 3-4 inch ball with a mature pattern and hit a 3-foot target at a distance of 50 feet, 2 out of 3 times.

Direct Instruction Strategies: Mastery Learning

The ABC design and teaching incorporates mastery learning and direct instruction to facilitate student achievement. Ten critical features of the teaching strategies that appear at some place in the instruction include

DIRECT INSTRUCTION AND MASTERY LEARNING STRATEGIES

1. Clear, specified, structured instructional objectives.
2. Valid assessment and evaluation procedures: curriculum embedded.
3. Sequence of learning units: instruction objective
4. Pretest mastery on learning tasks: Objectives to be taught
5. Continuous monitoring, tracking of student progress.
6. Correction of performance, help to correct.
7. Fading from teacher-directed to independent work.
8. Heterogenous grouping, team assisted individualization, cooperative learning.
9. Feedback of learning progress to the student: positive reinforcement, high degree of success on learning tasks assigned.
10. Use of cumulative review.

Student and Class Performance Data

The objectives taught provide the student data to evaluate the effectiveness of the curriculum design. Documentation of student and class data are reported on Class Assessment Score Sheets depicted in table 5.

Table 5 Class Assessment Score Sheet: Assessment and Reassessment Data

I CAN

CLASS ASSESSMENT SCORE SHEET

PERFORMANCE OBJECTIVE: Underhand Roll

SCORING

Assessment:
X = Achieved
O = Not achieved

Reassessment:
⊠ = Achieved
⊗ = Not achieved

FOCAL POINTS — STD.

1a Pendular Arm Swing
1b Release of Ball — 10 ft.
2a Eyes on Target — 20 ft. target at 15 ft., 2/3
2b Pendular Arm Swing
3a Shoulders "Squared"
3b Pendular Arm Motion — 30 ft. distance
3c Palm Facing Direction
3d Release Close to Floor
3e Forward Stride
3f Smooth Integration
Accuracy — 20 ft. target at 30 ft., 2/3

*PRIMARY RESPONSES
N - Nonattending
NR - No response
UR - Unrelated response
O - Other (specify in comments)

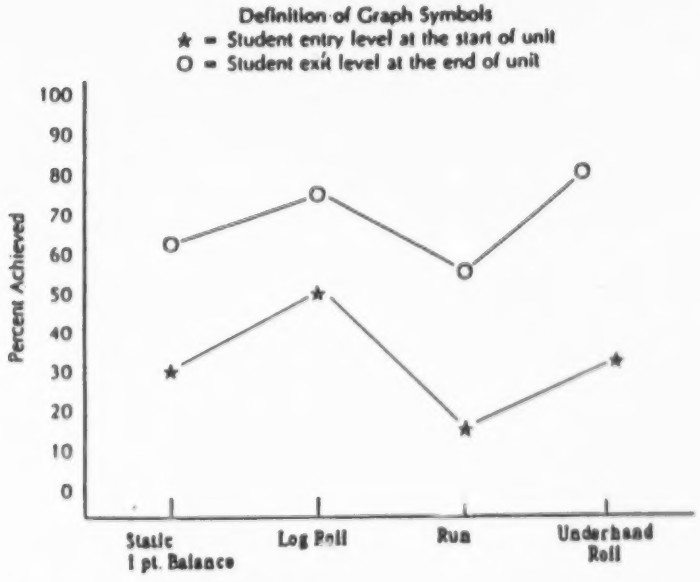
NAME	1a	1b	2a	2b	3a	3b	3c	3d	3e	3f	Acc.	Primary Responses*	COMMENTS	Absences	Number of focal points achieved on initial assessment a	b	c	Number of focal points targeted to be achieved a	b	c	Number of focal points actually achieved by final assessment a	b	c
1. John J.	⊠	⊗	O	O	O	O	O	O	O	O	O		slow Reacting	II	0	2	2						
2. Katie B.	X	X	X	X	⊠	⊠	O	O	O	O	O			II	4	2	6						
3. Susan D.	X	X	X	X	X	X	X	X	X	⊠	O			II	9	1	10						
4. Mark W.	X	X	X	X	⊠	O	X	O	O	O	O			III	5	2	6						
5. John S.	X	X	X	X	X	X	X	X	X	⊠	O			O	9	1	10						
6. Scott W.	⊠	X	⊠	O	O	O	O	O	O	O	O		Unrelated Responses	II	1	2	3						
7. Judy F.	X	X	X	⊠	O	O	O	O	O	O	O		Non Attending Behavior	IIII	3	2	4						
8. Cindy C.	X	X	X	X	⊠	⊠	X	O	X	O	O		Inconsistent Performance	III	7	2	8						
9. Kirk P.	X	X	X	X	X	X	X	X	X	⊠	O			I	9	1	10						
10. Joanie L.	X	X	X	X	X	X	⊠	⊠	X	⊠	O			O	7	2	10						
11. Larry C.	X	X	X	X	X	X	⊠	X	X	⊠	O			O	8	1	10						
12. Sherry B	X	X	X	X	X	X	⊠	⊠	O	O	O			O	6	2	8						
13. Linda P.	X	X	X	X	X	X	⊠	⊠	O	O	O			O	6	2	8						
14. Chuck A.	X	X	X	X	X	⊠	⊠	⊠	O	O	O			II	5	2	8						
15. Greg D.	X	X	⊠	⊠	O	O	O	O	O	O	O		difficulty working with group	III	2	2	4						

12 Students achieved individual expectations. 80% of class achieved individual expectations.

Student and class data are used to prepare unit and yearly program of learning reports,individual student and class reports for appropriate audiences (e.g., parents, students, administrators, peers, and community at large). They are also used to establish cummulative records for each student's progress toward achieving desired learning outcomes. Table 6 illustrates a Unit Report for an individual student.

Table 6 Individual Record of Progress: Unit Report, Grade 1-Early Elementary

Student: Jessie Long Teacher: Mrs. Jones Report Date: 10/20 Unit #2 Week 5



Scores:	Percent* (Raw)			
Entry	30 (3)	50 (4)	12.5 (1)	20 (2)
Exit	60 (6)	75 (6)	50 (4)	30 (3)

* Percent values are calculated by dividing the number of standards (focal points) achieved by the total number for that objective.

Up to this point we have highlighted the ABC Model as a systematic approach to curriculum design and teaching. This focus was instructional. It emphasized the underlying procedures behind curriculum design and teaching to improve the quality of the instructional program for all students as well as to maximize the involvement of teachers.

Teachers and Instructional Improvement

Teachers should be involved in the design of the curriculum and teaching. In our experiences the way teachers think about the curriculum and their teaching profoundly influences how they teach. Teachers need to be involved in assessments and evaluation. In this sense the curriculum and teaching designing can grow out of staff development.

The ABC Model provides a systematic process that results in a teacher supported curriculum and teaching design. The goal of the model is to develop a consensus curriculum, a comprehensive instructional program system, that teachers will want to implement because they have had a large measure of input in developing it, testing it, and evaluating its effectiveness. And, of utmost importance, it has been our experience that teachers believe in its professional quality.

It is the teacher who provides adaptive curriculum and instruction-individualizes the curriculum and instruction. In this context we define adaptive curriculum and instruction as processes the teacher uses to modify what is taught and how it is taught in order to respond to the special needs of individual learners. It is the teacher, the deliverer of physical edcuaton services, that makes the curriculum more responsive to individual needs. Table 7 illustrates examples of curriculum adaptions.

Table 7 Examples of ABC Adaptations: Program and Instructional Objectives

Objective	Type of Adaptation	Example of Adapting Downward	Example of Adapting Upward
1. Program objective	Number selected	Decrease number of program objectives to operationalize a goal area	Increase number of objectives to operationalize a goal area
2. Instructional objective	Level of achievement	Lower level of achievement for realistic student expectations	Raise level of achievement for realistic student expectations
3. Instructional objective	Skill level	Decrease step size: identify more elementary ones or split steps into smaller ones	Increase step size or complexity of task
4. Instructional objective	Performance standard	Alter or reduce criteria to assure success	Alter or add criteria to increase requirement for success
5. Instructional objective	Conditions	Increase number of cues, prompts, or assisting devices	Decrease number of cues, prompts, or assistance

And of utmost importance, we found that teachers implementing the model were better able to adapt the curriculum and instruction to accomodate individual student's needs. Table 8 depicts some of the teaching strategies teachers used to adapt the curriculum and teaching design in response to individual needs.

Table 8 Adapting Instruction: Responding to Individual Needs

Plan Instruction	Implement Instruction	Modify Instruction to meet students' needs
More able to...	Provided for more...	More often...
1. Assess students or instructional objectives and set appropriate learning tasks.	1. On-task time for students to engage in assigned learning tasks.	1. Use a variety of instructional cues to direct student's attention on learning tasks.
2. Prescribe instruction based on preassessment.	2. Positive feedback and corrective procedures specific to learning tasks (class and individual student).	2. Adjust instructional time needed to accomplish different objectives for individual students.
3. Focus lesson on students' target learning tasks and develop a sequential learning plan.	3. Active student participation rather than absorption of knowledge.	3. Anticipate learning problems and make instructional changes during lesson to meet students' learning needs.
4. Continually reassess, monitor, report and communicate results of instruction for students on instructional objectives.	4. Motivation, high-interest activities, and orderly class routine to manage disruptive behaviors.	4. Modify instructional and game activities to different skill levels of students in class.
5. Evaluate instruction, modify for student to achieve, consider possible causes for failure, represcribe based on students' needs.	5. Positive commitment of teachers' expectations that students can and will learn.	5. Modify instructional objectives (task analyze) breaking down learning tasks into smaller, teachable objectives for students to achieve success as they progress toward goal.

IN SUMMARY

The ABC Model is a new way of looking at curriculum renewal and teaching, a way in which teachers, teacher educators, and curriculum developers initially contrive the environment so that the procedures are clear and a consensus curriculum design is the result. The high degree of structure is disturbing to some. Some may consider the curriculum and teaching design is short sighted. That students will overly rely on the structured programs and ultimately have trouble learning more complex skills. Our experience in curriculum development and program implementation has taught us that unless students, handicapped and their peers, master the basic skills in a structured environment, there is little likelihood that they will master more complex ones. Once students are competent in the basic skills, they should be able to make transitions to the less structured environments. Even so, the ABC Model provides for students to enter the skill at a level of performance where they can achieve success and progress toward functional levels of mastery. Teaching, direct instruction, helps students to progress toward independent work according to their level of understanding and skill.

Often teachers who initially do not like the structure or philosophy, change their minds after they see that their students actually improve in the skills taught. We end this article with a brief comment on what we view as one direction to merge regular and adapted physical education programs through curriculum renewal-quality programs for all students.

We have highlighted a systematic approach, the ABC Model to design curriculum and teaching to accomodate a wide range of student variability in our regular classes. What discriminates the ABC Model from other approaches is the linkage of curriculum designing with instruction and teacher training. We recommend its use in developing a Comprehensive Physical Education Instructional System, merging regular and adapted physical education programs into a unified curriculum and teaching design. Its goals are to provide a quality, relevant, and integrated instructional program for all students.

We end this paper with a brief comment on what we view as the direction for future research should take in the area of curriculum and teaching design. To us, the important

queston is not whether more models need to be designed for handicapped students and other special needs children. Rather, future research should compare different instructional sequences that have been developed to teach skills and identify those sequences that are best, most efficient in teaching students a wide range of skills and knowledges. We highly recommend using the ABC Model to plan, implement, and evaluate program effect using the different teaching sequences. It does provide systematic procedures to replicate different studies in different settings and with different populations.

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